

COMMUNITY CARE LICENSING DIVISION

*"Promoting Healthy, Safe and
Supportive Community Care"*

TECHNICAL SUPPORT PROGRAM

Self-Assessment Guide

EMERGENCY INTERVENTION TRAINING RESOURCES



CDSS

CALIFORNIA
DEPARTMENT OF
SOCIAL SERVICES

TECHNICAL SUPPORT PROGRAM

EMERGENCY INTERVENTION TRAINING RESOURCES

The following is an emergency intervention resource directory developed by the Technical Support Program. The purpose of the directory is to assist community care facility operators to identify and access emergency intervention training programs. This is not an exhaustive list of all emergency intervention training programs that may be available to care providers. It should not be interpreted as the Technical Support Program's endorsement of the emergency intervention training resources included. The guide is simply intended to provide some direction to those providers who choose to implement an emergency intervention program.

We encourage you to thoroughly research all available resources to determine which training program is most appropriate for the client group you serve, and for the staff you employ. Facility personnel must not engage in emergency intervention techniques with clients unless they have successfully completed training and have written certification.

It is important to understand that emergency interventions, including restraints, can only be used to prevent a client from injuring or endangering themselves or others. A continuum of interventions must always be utilized, starting with the least restrictive. More restrictive interventions may be used only when less restrictive techniques have been attempted and were not effective in reducing imminent danger. If a restraint is used, it must be reasonably applied, and must stop as soon as the danger of harm has been removed. Learning and maintaining the skills necessary to safely and appropriately implement such interventions is a basic expectation of Community Care Licensing.

The Technical Support Program intends to periodically update this directory as other recognized resources come to our attention, and as program descriptions change for those resources already included in the directory. If you should learn of other recognized training resources being utilized by community care facility operators, please let us know. We would like to include as many resources as possible into our directory. You can contact our main office at (916) 229-4266.

CRISIS PREVENTION INSTITUTE (CPI)
Nonviolent Crisis Intervention® Training Program

PHILOSOPHY

CPI's *Nonviolent Crisis Intervention*® training program teaches how to recognize an individual in crisis and prevent a threatening situation from escalating out of control. The underlying philosophy of the program focuses on providing for the best possible Care, Welfare, Safety and Security of individuals and staff members, even in the most violent moments. Emphasis is on identifying the four stages of crisis by looking for verbal and nonverbal cues and responding appropriately to each stage. Participants are also taught to deal with their own feelings during a crisis and how to reduce stress afterward. Verbal resolution and tension reduction for both the acting-out individual and provider are a main focus of this program. Personal Safety methods to remove oneself and others from physically aggressive situations without causing harm to the individual are also taught. Therapeutic team and single restraint techniques are taught to respond to situations where it is necessary to physically control someone who is presenting a danger to themselves or others.

COURSE WORK

CPI training consists of a One-Day Introductory Seminar, a Two-Day Workshop, or a Four-Day Instructor Certification Program. On Day One, students learn to recognize the warning signs of a potential crisis, how to avoid a violent confrontation, and how to match the provider's reaction to the behavior. Nonverbal techniques for controlling behavior, such as respecting personal space, interpreting body language and tone of voice are also part of the curriculum.

The focus of Day Two is on training students in safe physical intervention procedures. When and how to restrain, safety of the restrained individual and staff, control and restraint dynamics and restraint as a therapeutic tool are included in this segment. The training also utilizes the CPI COPING ModelSM to help organize thinking of what is necessary to address after interventions.

CPI's Four-Day Instructor Certification Program shows the participant how to master the intervention techniques and methods for conducting customized in-house programs of their own. Effective techniques for facilitating a group are also covered in the course, as well as the use of teaching materials and Instructor practicum development.

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MANAGING AGGRESSIVE BEHAVIOR (MAB)

PHILOSOPHY

MAB is a crisis intervention method with an emphasis on prevention, early intervention, and passive non-pain producing restraint techniques. MAB follows basic premises. Among them are the following: to be effective, a program must work with youth and families as partners, and must be culturally responsive and competency-based. Staff must work as a team and develop therapeutic relationships with youth. These positive relationships enable staff to effectively teach positive behaviors thereby reducing aggressive behaviors.

MAB teaches staff to view a youth's behavior as clues to his or her therapeutic needs, and calls for physical intervention only as a last resort. The majority of MAB training is in prevention and postvention; how to prevent and deflect aggressive situations, how to recognize potentially explosive situations and intervene early, and how to deal with the consequences after an aggressive incident to make it a learning opportunity rather than simply another explosion.

COURSE WORK

MAB is available as a two-day, contracted, direct training, or as a five-day, trainer certification course. All MAB training course participants are taught to recognize a developing crisis and intervene appropriately, and how to appropriately protect themselves while effectively managing a crisis.

Physical and non-physical intervention skills are balanced with prevention strategies, including: managing emotional outbursts, initiating positive relationships, avoiding the misuse of power, using passive physical restraint techniques, and teaching substitute behaviors for aggression.

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LIFE SPACE CRISIS INTERVENTION (LSCI)

Life Space Crisis Intervention (**LSCI**) is a nationally recognized, professional training and certification program sponsored by the **LIFE SPACE CRISIS INTERVENTION INSTITUTE** of Hagerstown, Maryland.

LSCI follows the Crisis as Opportunity Model in dealing with youth in crisis. **LSCI** views problems or stressful incidents as opportunities for learning, growth, insight, and change. The **LSCI** certification program provides advanced instruction in the verbal counseling techniques for use with children and youth involved in self-defeating patterns of behavior. This non-physical intervention program uses a cognitive-behavioral approach to behavior management and problem solving, provides 27 specific competencies for using crisis as an opportunity to teach, and enhances positive relationships with youth.

LSCI teaches staff the therapeutic talking strategies they will need to help children during stressful moments, as well as the awareness and skills to understand and manage their own feelings and counter-aggressive tendencies when intervening with aggressive or out-of-control behaviors. **LSCI** believes that the process of helping involves having the ability to listen deeply to the personal stories of the children, and to recognize that their message often is not in their words but in their underlying thoughts and feelings. The real strength of the **LSCI** program is its emphasis on teaching, and practicing specific interviewing techniques to help staff and children debrief a problem situation or critical event.

One of the key points of **LSCI** is the development of trust between the staff and the child. When confronted with a crisis, the staff is seen more as a mediator between the child's stress, the child's behavior, the reactions of others, and the private world of feelings that children are sometimes unable to handle without help. In the **LSCI** model, children in crisis are valued and treated with respect, learn to trust caring adults and use them for support in times of crisis, become aware of their patterns of self-defeating behavior, acquire strength-based social skills, and learn to accept responsibility for inappropriate actions.

LSCI provides specific strategies for children who escalate incidents into no-win power struggles, distort reality, are self-abusive, engage in destructive peer relationships, lack social skills, or show little conscience for aggressive behavior.

LSCI is a highly interactive training with lectures, video analysis, role-playing, skill demonstration, and assigned readings. Graduate credits are available in Special Education or Psychology.

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Anaheim, California 92804

PROFESSIONAL ASSAULT RESPONSE TRAINING (PART)

PHILOSOPHY

PART is a performance-centered workshop designed to minimize the risks associated with the emergency treatment of assaultive behavior. It is a comprehensive, systematic approach emphasizing the role of: supervision of behavior, strongly worded and strictly enforced policies, reasonable force interventions, regular in-service training, and continuous evaluation, and upgrading of skills and knowledge.

PART is designed to be free of gender and ability bias, and emphasizes team skills rather than individual skills. The **PART** workshop is designed to mirror the teamwork experience.

COURSE WORK

PART Training for Trainers consists of a five-day course. Included in the training are: the importance of primary and backup plans within the organization; discerning the motivation behind violent behavior, creating acceptable (safe) alternative behaviors; exploration of staff contributors to violence through examination of the professional's motivation; responsibility to choose a positive and professional attitude, and management of his/her own mood.

PART utilizes five basic models for identifying triggers and alternatives for violence:

Stress Model-	Understanding the assault cycle;
Developmental Model-	Understanding violence as a function of age;
Communication Model-	Analysis of victim and aggressor patterns;
Environmental Model-	Life-space contributors to violence;
Basic Needs Model-	Maslow's framework as it relates to violence.

PART students are taught to identify levels of dangerousness presented by the observable behavior of the client. The emphasis is on the use of reasonable force, matching one's response to the level of dangerousness presented. Crisis communication, evasion principles, and restraint principles are all incorporated into the course work.

Participants study principles of adult learning and have the opportunity to practice teach.

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San Clemente, California 92674-5981

CONTACT PERSON: Mark Schindler, Licensed Psychologist
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ADDRESS: 7486 La Jolla Boulevard, Suite 500
La Jolla, California 92037

THERAPEUTIC CRISIS INTERVENTION (TCI)

PHILOSOPHY

TCI is a crisis prevention and intervention system designed to assist residential agencies in effectively preventing and managing crisis incidents by addressing leadership, clinical oversight, supervision, training and critical incident monitoring. The training component teaches staff how to assist children to learn constructive ways to handle feelings of frustration, failure, anger, and hurt. It also teaches safe physical intervention techniques that respect the dignity of the worker and the child, and help the child learn how to avoid crises. The course shows how a crisis can be an opportunity for the child to learn new coping skills, and presents strategies for dealing with upset children and for de-escalating crisis situations.

The program also gives participants the tools to teach therapeutic crisis intervention techniques in their own facilities.

COURSE WORK

TCI training consists of a five-day course. On Day One, the course defines crisis as an opportunity for the child to learn new coping skills, examines intervention approaches and awareness of self, child and environment. Day Two builds communication skills and behavior management techniques, explores how self-awareness and self talk can prevent crises and avoid crisis cycles, and practices protective stances and self protection techniques.

Day Three and Four teaches Life Space Interviewing and verbal strategies to de-escalate an aggressive young person, examines the elements of a potentially violent situation, and introduces techniques to break up fights, and physically restraint a young person if there is a safety concern. Safety issues and signs of distress are discussed

On the final day, the program discusses implementation of the TCI system and tests participants for certification requirements.

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